

# THE SCHOOL GOVERNMENT CHRONICLE

and  
NATIONAL EDUCATION REVIEW

Vol. cliv No. 3433  
(Estd 1871)

Incorporating "THE EDUCATION AUTHORITIES GAZETTE"

AUGUST, 1961  
ONE SHILLING

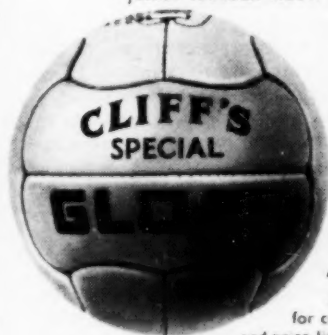
**LOCKERBIE  
and  
WILKINSON**  
(BIRMINGHAM) LTD.  
ALEXANDRA  
TIPTON

★ CLOAKROOM FITTINGS  
★ IRONMONGERY  
★ SLIDING DOOR GEAR  
★ CYCLE RACKS  
★ PIANO ROLLERS

WORKS  
STAFFS

## Footballs by *Cliff* all hand sewn English Hide

This popular 12 panel ball is made in a variety of qualities and sizes and is an established favourite among schools and junior football clubs.



Ask your local sports dealer for copies of our latest catalogue and price list giving full details of all our footballs, hockey balls and other sports balls

JABEZ CLIFF & CO. LIMITED, WALSALL

## **MITRE BALLS ARE THE CHOICE TO-DAY!**



Mitre balls have been used in many Cup Finals and Representative Matches and are today the choice of leading Education Authorities.

**IDEAL  
FOR SCHOOL  
TEAMS**

*From  
leading  
Sports Dealers*

Manufacturers: Benjamin Crook & Sons Ltd., Huddersfield

Electronic aids to Education

# CLARKE AND SMITH

MFG. CO. LTD.

offers the widest range in the world

PHONE: 9252/7

OFFICES: WALLINGTON, SURREY



# RECENT FILMS

## from the GAS COUNCIL LIBRARY

*In colour, 16mm*

**"Travelling Showroom"**  
(15 minutes)

A visit to villages and housing estates in Great Britain with the mobile gas showrooms which offer door-to-door service to people.

**"Three of a Kind"**  
(23 minutes)

Three human stories with a background of loyalty, love and laughter; each different, but with a single thought behind them.

**"The Heat of the Matter"**  
(20 minutes)

brings home the fact that gas is the essential heat provider in the manufacture of endless articles affecting everybody's daily life . . . from food containers to potato crisps and huge steel plates for nuclear power stations.

**"Cooks in Clover"**  
(20 minutes)

shows you delightful spots in Britain's lovely countryside, while tracing the birth of their traditional regional dishes . . . and showing you how to prepare some of them.

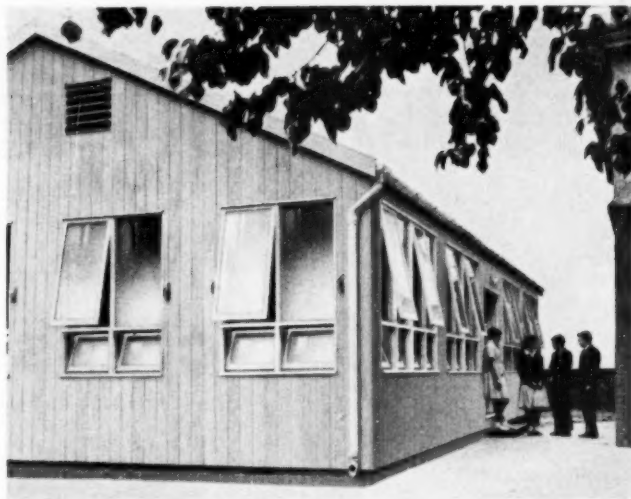


*The many Gas Council films available on free loan to approved borrowers are suitable for all types of audience, including schools.*

*Send for the "Gas Council's Catalogue of Films and Film Strips" to:-*

**THE GAS COUNCIL FILM LIBRARY (S.G.C.)**

**1 Grosvenor Place, London, S.W.1**



## HARDUN'S SECTIONAL TIMBER SCHOOLROOM

By courtesy of Miss A. Pipkine, Principal, Brookside House  
Secondary Grammar School, Harrow Weald.

Write for Brochure to:-

**HARDUN & SONS LTD.**

**HORTON RD. WEST DRAYTON • MIDDLESEX** Tel. West Drayton 3621-2-3-4 3761-2 3088-9

### 'AMBERLITE' Ion Exchange Papers

These papers, combining the functions of ion exchange with those of paper chromatography, offer a new and convenient analytical technique to the laboratory.

They are prepared from a mixture of finely-divided ion exchange resin and pure -cellulose pulp, made into paper by conventional methods, and contain about 45% of resin by weight; the resulting high density of ion exchange units is obtained without sacrificing wet or dry strength, and in practice leads not only to separation but to concentration of the components in a test mixture. The resins used are stable in the pH range 1-14; all ionic forms of the resins are insoluble in aqueous solutions and in organic solvents.

In chromatographic work these papers show several advantages over an ion exchange column, among them smaller samples, shorter time, and no fraction collecting, and often the fractions may be stained direct.

The four grades of 'Amberlite' Ion Exchange Papers cover a wide range of uses:

Ion Exchange Paper	Functional Groups	Ionic Form as Supplied	Examples of Separations Performed
'Amberlite' SA-2	Sulphonic acid	Na <sup>+</sup>	Amino acids; aromatic amines
'Amberlite' WA-2	Carboxylic acid	H <sup>+</sup>	Copper, cobalt, nickel; vitamins
'Amberlite' SB-2	Quaternary ammonium	Cl <sup>-</sup>	Iodide, iodate, periodate; carbohydrates
'Amberlite' WB-2	Primary and Secondary amine	OH <sup>-</sup> (free base)	Fatty acids; haemoglobin

Used as filter media the papers should remove traces of ionisable impurities from solution, and clarify the solution at the same time. Further information on their properties and uses is contained in the B.D.H. leaflet "Amberlite' Ion Exchange Papers" which is available free on request.



**THE BRITISH DRUG HOUSES LTD.**

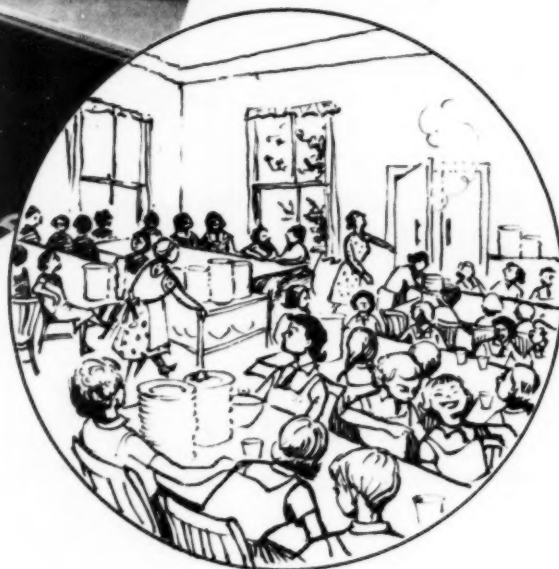
**B.D.H. Laboratory Chemicals Division • Poole • Dorset**



**TOP  
of  
the  
class**

**the  
DAWSON  
'DELUGE'  
DISHWASHER**

When it's a case of a quick wash-up and no interference with the school curriculum—that's when a DAWSON 'DELUGE' DISHWASHER takes first place. There's one for every type of school, large or small. Write for further details.



**"New Minor"**

up to  
100  
meals per hour

**"AA"**

up to  
300  
meals per hour

**"B"**

up to  
600  
meals per hour

**"CA"**

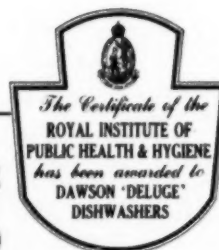
up to  
1,000  
meals per hour

**DAWSON 'DELUGE' DISHWASHERS**

**DAWSON BROS. LTD.** 406 RODING LANE SOUTH · WOODFORD GREEN · ESSEX

TELEPHONE: CRESCENT 7777 (4 LINES)

HEAD OFFICE & WORKS: GOMERSAL (NEAR LEEDS) TELEPHONE: CLECKHEATON 3422 (7 LINES)





# THE SCHOOL GOVERNMENT CHRONICLE

VOL. CLIV No. 3,433

AUGUST, 1961

An independent monthly review of National Education attached to no Association or political body, and in no way restricted to the protection of special interests or to the advocacy of any policy which is not primarily for the advancement of national education.

*Editorial Director:*

**W. H. EVANS**

*Advertising and Business Director:*

**A. G. DARBY**

*Advertisement Representation*

**A. DARBY'S ADVERTISING  
SERVICE LTD.,**

**98, Kingston Road, London, S.W.19.**  
*Telephone: CHerrywood 2245*

*Published by the Proprietors:*

**SCHOOL GOVERNMENT PUBLISHING  
CO. LTD.,**

**24, Black Friars Lane, London, E.C.4.**  
*Telephone: CITy 6686-7*

## IN THIS ISSUE

	Page
Month by Month - - - - -	41
Education of Backward Children - - - - -	43
Education for Responsibility - - - - -	44
Education in the Commonwealth - - - - -	48
Overseas Teachers Attend New U.K. Course - - - - -	50
Index, July 1960 to June 1961	
Audio-Visual Aids in Education Con- ference - - - - -	51
Training of Part-Time Youth Leaders	51
The Scottish System - - - - -	52
Following Beloe - - - - -	54
Higher Education Committee Go Abroad	54
Five Thousand Taking "Dip. Tech." Courses - - - - -	55
Economic Situation Affects Educational Building - - - - -	56
Expansion of Youth Leader Training	56
Still Higher Awards for Business Studies - - - - -	56
School Building Economy - - - - -	57
School Broadcasting and Viewing - - - - -	57
Anglo-Soviet Teacher Exchange - - - - -	57
Agricultural Engineering - - - - -	58
Physics - - - - -	58
Education as a Force for Economic Development - - - - -	59
New Diploma in Art and Design - - - - -	60
Fire Protection in School Design - - - - -	62

## Month by Month

### The B.M.A. in Conference

At the conference of the British Medical Association last month, Mr. J. R. Nicholson-Lailey (West Somerset), a member of the council, reminded the meeting that a committee had been set up under his chairmanship "to investigate the reasons for the alarming increase of venereal disease among young people." The committee would include clergymen and other ministers, teachers and social workers as well as members of the medical profession. Two thousand invitations had been sent out to a special meeting called for the following evening, headed "Promiscuity: a Challenge to Religion and Medicine." It is to be hoped that when the committee itself is able to meet and consider the problem, due regard will be had to the earlier maturing of young people. Now that manhood and womanhood are reached at earlier ages than ever before in our history and the ages of maturity are lowering with startling speed, sexual habits need to be related much more to the biological than to the chronological age. Until the committee has completed its investigations and reported on them—and the inquiry will be a long one—it would be premature to set up "similar unofficial committees in towns and counties to look at the problem locally" as the committee's chairman suggested. Some rash and quite unreliable statements have been made even by doctors regarding "the problem locally" and all could benefit by waiting until the B.M.A. Council's committee has cleared the ground. An example of unwarranted hearsay statements was given, though not of course as an example, by one of the conference speakers. He referred to girls' school successes "when some of us were young" which were at games, swimming and athletics. Now "I am told," he said, "that there is a girls' school in England where there is another achievement to be named." A girl should have a yellow goliwog pinned to her chest to indicate to her fellow pupils that she had lost her virginity." According to the doctor "a wave of nausea" should have gone round the meeting if those present thought what was behind that story. A wave did, in fact, go round the meeting and it was of indignation and unbelief. The doctor had referred to a school. He had said that it was in England, thus ruling out all Scottish schools. Was Wales for his purpose counted as part of England or not? It was a girls' school, thus ruling out all co-educational or mixed schools. Why, having said so much, did not he accede to the demands from the audience that he should, in all fairness to other schools, name the school? Was it because he did not "know" the school? If he knew the school,

he could quite safely have named it, unless the story was unconfirmed. One does not question the doctor's good faith, but it may well be that he had listened to, and was repeating, mere tittle-tattle. The words were "I am told" and not "I know." The unfortunate thing about such stories is that they are so readily believed. Verification is rarely thought of. Other remarks of the same speaker were quite forthright. A loss of moral discipline was "sweeping the country." He had the greatest respect for psychiatrists, but up to a point they had had their day. He pleaded for a "soupcon of psychiatry and a lot of common sense." We needed a return to the birch "adequately and properly administered." Some people may need guidance on the "proper" administration of the birch to girls.

### Cardinal Godfrey and Sex Education

after the B.M.A. Conference at Sheffield, Cardinal Godfrey (of Westminster) was critical of some of the sex education given in schools. His remarks did not, however, justify some of the headlines that were given. His Eminence was condemning not sex education itself, but concentration in such teaching on the bio-

SPEAKING to delegates to the third triennial congress of the International Union for the Protection of Public Morality in London the day

logical and physical side of sex. Such one sided teaching may even tempt young people to experience for themselves what they have learned. Such education is unlikely to forewarn youth against the dangers of unclean living. "Too much is said about the facts of life," he said, "and too little about its purpose." Only the day before, Dr. Doris Odium (Bournemouth), speaking with forty years experience as a psychiatrist, was horrified to find that there was really no more adequate sex instruction in the schools now than there was in the 1920's. Cardinal Godfrey would have agreed with her concluding remarks: "It is the most terrible tragedy if young people cease to feel that chastity and decency matter." Dr. R. A. Blair (Manchester) said that we must disabuse ourselves of the idea that Christian or other moral tenets necessarily meant anything to this generation. They are not immoral or amoral. Their morals are different from ours. It should, however, be mentioned that Dr. Blair was addressing a medical conference. If they were going to get the best out of their patients, it must be done in terms of practicability, whatever one's personal religious views may be. The teacher's position is not in all things as that of the family doctor. Religious teaching is basic to all education and recognised as such by statute law.

### The Moral Challenge

THE Minister of Education in the House of Commons on July 17th spoke of a decline in Christian morality and called upon the schools

to accept this as a fact and as a challenge, so that, enjoying the full support of the House, they might become instruments for recovery and renewal. Referring to some anxiety about the conduct of school children, Sir David Eccles paid a much needed and well deserved tribute to the "great majority." They were behaving well and, according to H.M. Inspectors, never had discipline in the primary schools been better than it was to-day. His subsequent remarks referred therefore to a small minority. It was widely believed that there was a decline in Christian morality. If we concerned ourselves solely with vocational teaching, we should be like men who built a great ship and forgot the compass and the steering gear. The great object of education was to teach children not to be neutral on moral issues, but to take sides, to distinguish beauty from ugliness, good from evil. Because we must now entice and cajole young people to acquire money-making skills and undergo vocational training, a similar effort is needed to strengthen their moral purpose. "Our chief duty," he said, "is to reconcile the sciences and the arts with the great fount of wisdom which we have inherited from Judaism and Christianity." All our achievements will turn into disaster if we do not learn to use the new powers aright. We must turn to the schools and ask them to accept the challenge in this generation, when we have somewhat lost our faith.



*simple  
orderly  
durable*

Stelcon Bicycle Blocks are made of reinforced concrete, and are therefore resistant to corrosion in all weathers. The Blocks remain firmly in position on the ground under their own weight and when let into the surface of the park cause no obstruction when not in use. Full details sent on request.

**Stelcon**  
**BICYCLE PARKING**  
STELCON (INDUSTRIAL FLOORS) LTD.  
CLIFFORDS INN, LONDON, E.C.4. Tel. CHA 9541

## The Minister and the Beloe Report

ON the same occasion the Minister announced his decision on the Beloe Report. His views were substantially those already expressed in these columns. He accepted the case for a certificate below G.C.E. level. Criticisms of such an examination were such as might apply to all examinations. There were already examinations at that level in a large and growing number. He must either "veto the lot," which would be exceedingly controversial and hard to understand, or try to improve what was now going on. He had reluctantly decided to do the latter. He would set up a research and development group at the Ministry as advised by the Examinations Council and ask the Council itself to work out how general principles could be applied. He rejected the proposed network of regional bodies. The advantages of making a pass in one or two basic subjects a condition of certification should be reconsidered. Those who were disturbed by the costly and impractical administrative proposals of the Beloe Report will welcome their rejection by the Minister. The call for second thoughts on the qualifying subjects for a certificate will also be welcome. The College of Preceptors, the Royal Society of Arts and other examining bodies need no converting and it is to be hoped that both the Examinations Council and the Ministry will seek to benefit by the experience of those bodies which have been for so long engaged in this work.

## Education of Backward Children Over 50,000 Places Needed, Says Minister

Since the war there has been a three-fold increase in the number of places available in special schools for educationally subnormal children, the figure having risen from 11,000 in 1946 to 34,500 at the beginning of this year.

It is estimated, says Sir David Eccles in a circular to local education authorities, that a further 19,500 places will be needed to cater fully for all the children requiring education in this type of school.

The Minister has already announced building programmes for the years up to March, 1963, to provide about 10,000 of the places and has indicated his intention to approve programmes as soon as practicable, to provide the remainder.

The circular discusses the rôle of parents, teachers and doctors in discovering backwardness among children and in assessing their needs and the various measures that may be taken to enable them to live useful and independent lives. There has been a substantial increase in the rate at which children are brought forward for assessment since the war during which time the school population has risen from 5 million in 1946 to 7 million to-day.

Backwardness may be due to limited ability or other causes such as illness, a break of schooling or a disturbed home background. Many of these children will not need the specialised treatment given in a special school and can be given suitable education in ordinary schools. On the other hand, boarding schools

or boarding homes are required for a small minority whose special education needs to extend to their life outside the classroom, for children whose home environment is such that they are unlikely to make good progress unless removed from it, and for those who do not live within reach of a day special school. Each child's needs, says the circular, should be carefully assessed and should be kept under regular review.

The provision of extra places in special schools and the increasing interest in the backward in ordinary schools will require a substantial increase in the number of teachers for the educationally subnormal. Teachers who wish to specialise in this work can attend one-year courses in the education of handicapped children, which are mainly concerned with backward children. Next year there will be 16 of these courses taking 250 teachers in all; in addition a number of shorter courses are available.

The adjustment from school to working life is more difficult for these children than for those of normal ability but can be made easier by the advice of Youth Employment officers in finding suitable jobs and by sympathetic guidance and help whether in the form of further education or informal activities arranged by their former schools.

Sir David Eccles, Minister of Education, has appointed Mr. D. Neylan, O.B.E., to succeed Mr. D. A. Routh, as Registrar of Independent Schools with effect from July 10th.

**All correct**

**LEADING EDUCATION  
AUTHORITIES ARE BUYING**

**MITRE  
MOULDED BALLS**

**MOULDMASTER FOOTBALL**  
18 Panel Size 5, 12 Panel Size 4. Tan and white colours.

**MOULDMASTER MATCHPLAY BASKETBALL**  
Officially approved by the A.B.B.A.

**MOULDMASTER RSS NET BALL**  
Officially approved for Match Play. 18 Panel Size 5, 12 Panel Size 4.

**MOULDMASTER WATER POLO BALL**  
In red colour, 18 Panel.

**MOULDMASTER VOLLEY BALL**  
White colour, 18 Panel. New Official Size. From leading SPORTS DEALERS.

*Constant weight  
Does not stretch  
when inflated*

Manufacturers:

**Benjamin Crook & Sons Ltd.,  
Huddersfield**





## Sir Ronald Gould on

# Education for Responsibility

This was the theme of the 1961 conference of the World Confederation of Organisations of the Teaching Profession, of which Sir Ronald Gould, general secretary of the N.U.T., is president, meeting in New Delhi, India, from the 1st to 6th of this month.

Unfortunately, owing to his commitments in this country at the present time, Sir Ronald was unable to attend the conference, to deliver his presidential address which therefore had to be read to the members of the Confederation.

The following are extracts from Sir Ronald's address, in the course of which he offered an interesting revised version of the Ten Commandments, re-written on the basis of the values so often exemplified by television, and the other media of mass communication:

"As society becomes more affluent, the pursuit of more and yet more of this world's goods tends to undermine moral responsibility. Most of us from the West have in our kitchens and garages more aids to comfortable living than Louis XV had in the whole of Versailles. Poverty has been suppressed. Scourges and pest have been wiped out. Men's lives have been lengthened. Inventiveness has made us prosperous. And others we hope will soon enjoy the same advantages. And yet, clearly, there is something wrong. And what? Ourselves. 'The fault, dear Brutus, lies not in our stars but in ourselves, that we are underlings.' We, so competent in harnessing science to material standards, are much less competent in harnessing our intellectual and moral resources to improve the quality of life. We engage in a rat-race with bread and circuses as prizes. We seek to gain the whole world, and are in danger of losing much which makes life worth living.

### **Moral Relativism and Responsibility**

"Besides this, in reflecting the religion of our forefathers all too many have drifted into a kind of moral relativism, which blurs the distinction between right and wrong. Chesterton once described sin as 'a fact as practical as potatoes.' 'Whether or not a man can be washed in magical waters,' he said, 'there is no doubt he wants washing. But certain religious leaders,' he went on, 'have begun in our day not only to deny the highly disputable water but to deny the indisputable dirt.' I think I see his point. Some of the intelligentsia not only doubt whether this or that influence can reform man, but even doubt whether he needs reforming. And clearly we think he does, or we should not be discussing education for responsibility.

### **Social Acceptability and Responsibility**

"In these days, too, social disapproval is usually reserved for the trivial. Frowns, head-shakes or rebukes follow such solecisms as eating peas with a knife, calling writing-paper note-paper, or table napkins serviettes. For these offences you are labelled 'non-U.'

You are 'out' and not 'in,' socially condemned for the trivial and unimportant.

"But if you do not carry the responsibility you should in your Church, society or teachers' organisation, or if you fail to do your duty as a citizen, it is unlikely that anybody will criticize or condemn you. Salt can lose its savour, trees bear no fruit, priests and Levites go on their way heedless of suffering humanity, and without a word of condemnation. The word 'idiot' in Greek times was used to describe one who failed to carry his political responsibilities. It is significant there is no modern equivalent.

### **Popular Psychology and Responsibility**

"I fear, too, that popular psychology and even more pseudo-psychology have undermined moral responsibility. Wrong-doers now, it is argued, not being responsible for their wrong-doings, should not be punished or condemned. They suffer from lack of security (as, alas, I do), from lack of love (as I do even more), or from a split personality (as I do. Like St. Paul I do what I should not and leave undone what I should do. Like Lancelot Gobbo I suffer from divided counsels, for when the fiend says 'Budge,' conscience says 'Budge not'). In Hollywood the immoral and anti-social are not blameworthy. For the fault lies not in the person concerned, but in his youth or childhood, or with father, mother, sister, guardian, teacher, neighbour or the state. Such a person deserves pity not blame. He does not mean to do wrong; he just cannot help it. He is but a crazy, mixed-up kid with something deep within him twisted and warped . . .

"And is this a reasonable view? Is man completely at the mercy of circumstance or can he choose? Whatever popular psychology may say, I am old-fashioned enough to believe he can be master of his fate and captain of his soul.

### **Mass Media and Responsibility**

"Then, too, mass media—newspapers, pictures, T.V. and radio, have all to some extent been guilty of propagating anti-social values, which deny personal responsibility. Of course, there are many honourable exceptions. When, a few weeks ago, I was thinking about this address, I thought the Ten Commandments could be re-written on the basis of the values so often exemplified by the mass media. So here are the Ten Commandments, brand-new and up-to-date, not brought down from Sinai on tablets of stone, accompanied by thunder and lightning, but brought from a quiet London suburb on paper to the peaceful atmosphere of a teachers' international.

*1st Commandment:* Thou shalt have no other gods before thyself.



# JOHN HUNT POWER POTATO PEELER



LEADING THE WAY WITH HIGH EFFICIENCY-LOW INITIAL COST!



- 28 lb. PEELLED IN AVERAGE TIME OF 90 SECONDS
- POTATOES PEELLED AND WASHED WITH MINIMUM LOSS OF WEIGHT
- JOHN HUNT MACHINERY IS IN USE IN THE CANTEENS OF THE HOUSES OF PARLIAMENT, ROLLS-ROYCE, etc.

## ● COMPETITIVE PRICE WRITE FOR LITERATURE

### ● HIRE PURCHASE TERMS ARRANGED

- Other machines in the "John Hunt" range include—"Duratax" Cake Mixers 10-80 quart models, "Little Champion" Pie and Tart Machines, Power and Hand Paste Rollers, Bun Dividers, etc. Brochures always obtainable on request.



Special features include four alternative positions for chute and six alternative positions for waste elbow. Automatic lubrication. Completely enclosed motor and power transmission. Machine supplied complete with all necessary water and electrical connections ready for immediate use. Fully guaranteed. Write for leaflet.

## JOHN HUNT (BOLTON) LTD.

ALMA WORKS

RASBOTTOM STREET

BOLTON

Telephone: BOLTON 5831/2

Telegrams: HUNT 5831/2 BOLTON

# Legg

## MEET THE DEMANDS OF EDUCATION



80 units are now installed in the new David Keir Building, Queen's University of Belfast.

Over 5,500 AC/DC. Low Voltage Experimental Power Units, having outputs AC/DC. 40 amps at 0-14 volts, 32 amps at 14-18 volts, have been supplied to Universities, Technical Colleges, Grammar Schools and Secondary Modern Schools.

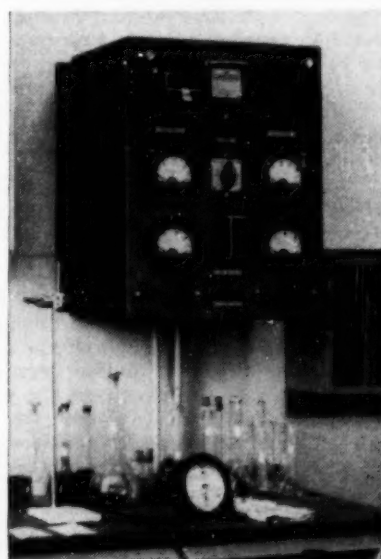
Photographs by kind permission of the Queen's University, Belfast

The front panel is hinged to expose the wiring and component parts for teaching, and the interlocking isolation switch renders the unit "dead" and quite safe to handle. These units meet the full requirements of Education Committees. Full technical specification will be sent on request.

# Legg

## EXPERIMENTAL POWER UNITS

LEGG (INDUSTRIES) LIMITED, WILLIAMSON STREET, WOLVERHAMPTON  
Phone: W'hampton 24091/2 Grams: "Legrec, W'hampton"



*2nd Commandment:* Thou shalt not make unto thee any graven image or any likeness of anything that is in the heaven above or in the earth beneath or that is in the waters under the earth. Thou shalt not bow down thyself to them nor to anybody else.

*3rd Commandment:* Thou shalt not call on the name of the Lord except in vain.

*4th Commandment:* Remember the Sabbath Day and the Sunday to keep them wholly free from work. Five days, or less, shalt thou labour, but Saturday and Sunday at least are for thy pleasure. In them thou shalt not do any work, but that shall not prevent others working for thee.

*5th Commandment:* Honour thy father and thy mother whilst thou art very young and hast no alternative, but when thou hast reached thy teens treat them as the old fogies they are.

*6th Commandment:* Thou shalt not try to settle thy quarrels by reason, but by force. Thou shalt be quick on the draw, for if thou dost not get thy man first he will certainly get thee.

*7th Commandment:* Thou shalt not be faithful to one man or to one woman.

*8th Commandment:* Thou shalt not steal carelessly or thou shalt be discovered. Rather shalt thou steal carefully, or fiddle, or scrounge.

*9th Commandment:* Thou shalt not refrain from bearing false witness against thy neighbour, for every man must take care of himself.

*10th Commandment:* Thou shalt not covet thy neighbour's house if it is inferior to thine, nor, if inferior, shalt thou covet thy neighbour's wife nor his manservant nor his maidservant nor his ox nor his ass nor anything that is thy neighbour's. But if he has anything better than thou hast, covet it, for it is good for thee to keep up with the Jones.

"Is all this exaggerated? A little. Most speakers heighten effects with a little exaggeration, but there is more truth in it than I would desire. No doubt I shall be told that mass media gives people what they want, that the worthwhile does not appeal—but is this true? I believe those who produce newspapers, films, radio and T.V. programmes would be surprised at the number of inarticulate people who neither wish to expose themselves nor their children to these influences and would gladly welcome something better. There is no reason why entertainment should be associated with low values.

"Thus the frailty of human nature, the affluent society, moral relativism, popular psychology and the mass media all make more difficult the task of educating for responsibility.

### Should Schools Educate for Responsibility?

"Yet it is my conviction that despite the difficulties, and despite the charge of introducing a bias into education, the schools should do their utmost to educate for responsibility. Others have used the schools for social and political purposes.

"For the same reason, the backward-looking, clinging grimly to a vanishing world, use schools to prevent social change. That is why the Kulaks in Russia tried to preserve the traditional religious education. That is why the Mandarins in China opposed westernisation.

That is why some in Oxford and Cambridge still tend to regard applied science as inferior to pure science. That is why (so our Japanese colleagues allege) their Government is insisting on the teaching of an out-of-date moral code.

### The Effect of Current Values

"Schools then have been consciously used for social and anti-social purposes, but sometimes they are used unconsciously. Parents realise today, as they never did before, that a Meritocracy is evolving, that the race goes to the swift and that the qualified get the best jobs. To them education is not what it is to J. B. Priestley, 'the great golden gateway to the enchanted countries of the mind,' but simply a means of getting on in the world. So schools tend to concentrate almost wholly if not completely, on enabling students to amass enough knowledge to obtain the paper qualifications needed to compete successfully in a highly competitive society, with the inevitable result that the non-examinable tends to be neglected. To this extent at least we are unconsciously using the schools to strengthen materialistic values.

"And yet enlightened teachers talk about the broadening of the curriculum, humanising the scientists, and the importance of art, music, religion and morals. I am glad this is done, for some at least realise where all this is leading. These protests, however, would be more effective given two conditions. First, there should be greater provision of secondary, university and technical college places. Intense competition for places, produced by inadequate provision, itself produces specialisation, the narrowing of the curriculum, and the narrowing of children's lives. Secondly, all teachers must consciously resist the tendency to turn schools into diploma factories. We must not fail the children or society. The young need more than bread and status symbols to live for, and schools must make this clear by word and deed.

### Youth Defended

"And if schools do, they will not be working with unpromising material, for many young people are better than their elders. They wish to use our expanding prosperity unselfishly and with a sense of responsibility. They believe that reform as well as punishment should follow wrong-doing. They realise that whilst we build more roads and faster cars, we need a greater sense of responsibility in their use. They can see that our governments are more vigilant about expenditure than in recognising the social value of expenditure. They would endorse wholeheartedly what Condorcet wrote in 1793: 'When at last nations, in their own better interests, invite foreigners to share equally in all the benefits men enjoy, either through the bounty of nature or by their own industry, then all the causes that produce and perpetuate national animosities and poison national relations will disappear one by one, and nothing will remain to encourage or even to arouse the fury of war.' So you see, I cast no stones at the rising generation, despite the number of teddy boys, beatniks and social misfits. I can only stand amazed and grateful for the decency and idealism of so many of our young people when their elders set them such bad examples of social irresponsibility.

## Education for Both Uniformity and Variety

"Now what should the schools do to encourage the idealism, and sense of responsibility of youth? Obviously one of the purposes of a school must be to strengthen the community spirit, and this involves establishing a degree of uniformity. Thus all schools provide knowledge of the mother tongue, or at least a common language, teach children to count in tens, and to understand the relevant legal and moral codes. This is an essential duty. But it should also be the business of the school to develop individuality. For whilst common characteristics make a community possible, uncommon characteristics of insight, discrimination and judgment make for progress, initiative and leadership. We should therefore develop the uncommon as well as the common. We should encourage children to compare and contrast, to get at the truth, to be sceptical of 'angled' reporting, to resist the wiles of the hidden persuaders, to appreciate that racial differences can be explained by history and geography, to be critical of society and to arrive at reasoned judgments. As my old friend and colleague, Sir Fred Clarke, said: 'We must educate to reproduce the type but must go beyond the type.'

"And to do this the teacher himself must have a lively understanding of ideas, men and affairs. He must humbly seek the truth, but never assume the knowledge of a Pooh-Bah. He must honestly admit he may be wrong. Thus the schools should be free institutions, microcosms of the world as it should be. And the freedom taught and practised should be an amalgam of the Greek idea of freedom as irreverent criticism, of the Christian idea as a state of grace, of the Teutonic idea, symbolically expressed, of being armed, and of the Roman idea of exercising civic rights.

## What Are Schools For?

"Now education has been used to destroy personal freedom. Germany and Japan used the schools to teach children to obey, to serve the State without question. Education in South Africa is not a liberal or spiritual agency, but a political weapon of great and dangerous potential power. Even in such circumstances it is difficult to make schools illiberal, for how can intellects be developed without encouraging some thinking, and even dangerous thinking? But schools at their best are consciously liberalising agents. They give freedom of opinion, subject to keeping the peace, license playing with ideas, and concede the right to think, to discriminate, to question, to support or to contradict. They assume, as Socrates did, that a life devoid of discussion, without examination, without curiosity about others' ideas, is a life not worth living. They assume, as did Asoka, the Indian Buddhist King, that 'You ought to allow others the same opportunity of converting you to their ideas that you wish to have in trying to convert them to yours.'

"Does this then mean I concede the right of a child to do as he likes? No, I do not. Because anti-social elements exist, law is needed, nationally and internationally, and rules and discipline are needed for schools. But does this mean I would allow children to question or to contradict the teacher? Yes, indeed, if courtesy is observed. Does this mean I would encourage government of the childrer, by the children for the

children? Yes, certainly, so far as their development allows.

## What Must Schools Do?

"But some will protest, isn't this overdoing it? Can't we get on with the 3 R's and leave all this business of responsibility to the parents and the parsons? Well, you can, if you think schools should produce nothing but efficient machine-fodder, people who know how to earn a living, but not how to live.

"But others will say, can't we teach responsibility without all this freedom? No, you can't, for freedom and responsibility are inseparables. Man is only free if he has responsibility. Conversely, he can only be held to be responsible if he is free. There is no freedom without responsibility and no responsibility without freedom. That is why Milton said: 'None can love freedom wholly, but good men (i.e., responsible men). The rest love not freedom but licence.' And this is a fundamental question: Do we want the schools to produce good men and good citizens? Do we want schools to act as civilising agencies? Good men and good citizens are those who freely accept responsibilities. Civilisation is but the *impulse* towards ordering our lives on the basis of discussion, understanding and co-existence, and this involves personal choice, responsibility and effort.

"No, the consequences cannot be evaded. If the schools are really concerned with goodness in men, in our political institutions and in society, freedom and responsibility must affect all that is done in schools. And this is not a matter of talk alone, but of action. Principles of themselves are not enough; they should be practised. As Aristotle said: 'It is by doing just things that we become just, by doing temperate things we become temperate.' Thus the teachers' duty is not merely to talk of freedom and responsibility, but to give the children more and more of both, and consequently to make himself progressively less necessary.

"In the dark days of 1943, Roosevelt said: 'The basic issue of this war is the basic issue of those who believe in mankind and those who do not.' That belief must be basic at all times, or there is no hope for the world.

"And so I put this challenge to teachers everywhere—Do you believe (as Kant did) that we should be human beings and treat everyone else as human beings? Do you really want a richer world, a healthier world, a freer world, a co-operative world, a world 'where the war drums throb no longer'? All these depend on the quality of human beings, on their willingness to act responsibly. To achieve this, parents, workmates, playmates, churches, newspapers, cinema, radio, television and teachers should all play their part, but whoever else evades his duty and his responsibility, it must not be the teachers.

'These things shall be (declares the poet), a loftier race

Than e'er the world hath known shall rise  
With flame of freedom in their souls  
And light of knowledge in their eyes.'

"I have no belief in the certainty, the inevitability, of a better world. It will emerge only if we learn to act responsibly. I hope teachers, in this respect, will set a great example everywhere."



# EDUCATION

## IN THE

# COMMONWEALTH

### T.V. for Indian Schools

Students at Delhi higher secondary schools will receive instruction through television from this month on science and languages, in addition to the normal classroom instruction, under a project being started jointly by the Delhi State Administration and the T.V. Unit of All India Radio, in collaboration with the Ford Foundation.

To begin with, T.V. receiving sets are being installed at about 150 higher secondary schools, and instruction will be given through T.V. to students of the ninth standard three times a week in physics and chemistry and once a week in Hindu and English, each lecture and demonstration lasting about 20 minutes.

A series of T.V. classroom teachers' workshops was inaugurated in New Delhi on June 13 by the Minister for Information and Broadcasting, Dr. Keskar. Workshops (seminars), in which a team of experts of the Ford Foundation are participating, besides a large number of teachers and Indian educational experts, will prepare teachers to handle the project.

Under the project lectures will be given in each subject according to a schedule drawn up in consultation with education and school authorities. It aims at putting up regular systematic in-school instructional programmes, though it does not envisage to confer total instruction in each subject. Under the scheme the T.V. teacher and classroom teacher together would form a team, supplementing each other's work in completing the prescribed syllabus.

The former will impart basic knowledge, while his counterpart in the classroom will develop the subject and elucidate points not clear to students.

### Educational Assistance for Pacific Islanders

The New Zealand Cabinet has approved three grants totalling £68,000 as part of this year's educational assistance programme to Western Samoa. They are £27,000 for the completion of a hostel at Samoa College; £16,000 to build houses for teachers seconded to Samoa under the educational assistance programme; and £25,000 to finance the erection of a trades training school. The grants will be spread over two years.

The N.Z. Government has been sending Cook Islanders overseas for higher education or specialised trade training since 1946. In that time 84 students have received secondary or university education; 14 have had technical training; and 25 have attended Avele Agricultural College in Western Samoa.

Occupations that young Cook Islanders have qualified or trained in include medicine, nursing, teaching, dentis-

try, plumbing, motor mechanics, surveying, police work, carpentry, fitting and turning, dental mechanics, stenography, agriculture and radio.

Last year 28 Cook Islanders were attending secondary schools in New Zealand on Government scholarships, 24 at Avele College; 5 at the Central Medical School, Suva; three were attending university full-time; and 17 training for trades or professions.

Three notable "firsts" made 1960 a landmark in the progress of the Cook Islands. Dr. Joseph Williams became the first Maori from New Zealand's island territories to complete the examinations for his medical degree; Mr. Tere Mataio the first to become a full qualified solicitor; and Mr. S. Metuakore Sadaraka the first to graduate M.A.

### Secondary Education in Ontario

The Dominion and Ontario (Canada) governments announced recently a plan for the revision of the secondary school system in Ontario to give greater emphasis to technical and commercial schools. Under a priority programme the technical and commercial courses will be rewritten for use in 1962.

The Dominion Government is concerned because it will pay 75 per cent of the cost of new construction of technical training establishments built by provinces. The Ontario programme is expected to provide accommodation for 50,000 additional students, many in rural areas where technical education has not been available.

### Eighty New Primary Schools

The Government of Pakistan is to provide better educational facilities for the people of the northern areas of Gilgit and Baltistan. Eighty new primary schools are proposed to be opened in these areas, in addition to the up-gradation of twenty primary and eight middle schools to the standard of middle and high schools respectively, during the Second Five-Year Plan period.

### British Equipment for Seychelles Schools

Classrooms of new schools in the Seychelles are being equipped with prize winning British-designed furniture, exhibited at the 1960 Milan Triennale Exhibition. The government has just built a new school at Victoria, the capital of these islands in the Indian Ocean. There the furniture is to the size approved and standards set by the British Standards Institute for the exhibition pieces. The new furniture comes in five sizes of matching desks and chairs. The size of the furniture had to be altered slightly because the children in Seychelles are, on an average, one inch shorter, age for age, than their British counterparts.



**PORTOGRAM****Varsity****In a 'class' of its own**

The ideal record reproducer for all educational and instructional purposes. Designed specially to give High Fidelity reproduction at a sensible price. In addition to the four fixed speeds, the \*Varsity enables you to control selected passages at any speed you choose over the whole range. It will take 16", 12", 10" or 7" records.

There is provision for extension speakers. A master switch controls internal and external speakers together, or internal speaker and external speakers independently.

Solid construction, handsome finish. The Varsity will retain its peak performance with years of constant use. Three models available.

\*Variable control applies to models B and C only.

**THE IDEAL  
RECORD REPRODUCER  
FOR ALL  
INSTRUCTIONAL  
PURPOSES**

Elocution.  
Languages.  
Musical Appreciation.  
Dancing Instruction.  
Drama.  
Physical Culture.

*Write for literature and  
details of Educational  
Discounts.*

**PORTOGRAM**

PORTOGRAM RADIO ELECTRICAL INDUSTRIES LTD., "AUDIO WORKS," PAXTON ROAD, TOTTENHAM, N.17. Tel. TOT 7683

*hardwearing  
favourites  
on the field*



OBTAINABLE  
FROM ALL  
REPUTABLE  
SPORTS  
OUTFITTERS

**THOMLINSON'S*****Greban*****FOOTBALLS**

**WILLIAM THOMLINSON LTD.  
450 DUMBARTON ROAD,  
GLASGOW, W.1**

### A Full Time Job

Mr. M. D. Howse, education officer on Pitcairn Island (N.Z.) cannot complain of lack of variety in his job.

As well as being responsible for the education of all children between the ages of five and fifteen, he acts as Government adviser and auditor.

Mr. Howse was trained as a schoolmaster in Wellington, N.Z., taught in schools under the Hawke's Bay, Wanganui, and Taranaki education boards and was head teacher of Tatuani school, South Auckland, before taking up his present appointment. His only assistant in the education department is an untrained island girl.

### Unesco Help for India

Mr. P. N. Kirpal, secretary to the Education Ministry said recently that Scandinavian countries, Australia and New Zealand had offered to supply through Unesco, about 10,000 tons of paper a year during the Third Five-Year Plan to help India in supplying free textbooks to school children, and West Germany had promised to give printing machinery for the production of textbooks. It is expected to arrive next year and will be worked by the Education Ministry.

Mr. Kirpal said that until now aid from Unesco had been available only for higher education and specially for applied science and technology. Hereafter, it would also benefit general education at the elementary, secondary and university stages.

For helping secondary education, advanced countries

were prepared to send scientific apparatus. In the field of university education, help was being considered by way of sending books, equipment and teaching staff.

### President Nkrumah to be Chancellor

It was announced from Accra last month that President Nkrumah, is to be interim chancellor of two universities to be established in Ghana at the end of the current academic year. The interim vice-chancellor of the new University of Accra will be Paramount Chief Nana Kobina Nketsia IV. The interim vice-chancellor of the University of Science and Technology at Kumasi is to be Mr. R. P. Baffour, principal of the Kumasi College of Technology, which is being transformed into a university.

### British Teachers for Nigeria

On the 5th of this month, forty British teachers left London Airport for Nigeria to staff refresher courses for Nigerian primary school teachers this summer. On July 1st, fifteen British teachers left for Nigeria to carry out a similar task on behalf of secondary school teachers.

These 55 teachers were chosen from well over 2,000 applications from all parts of the country, under a pilot scheme which, if successful, may prepare the way for similar schemes on a larger scale.

Vacation courses of this kind were recommended in the recent Report of the Ashby Commission, and the offer to recruit teachers for this purpose was made by the U.K. Government and gratefully accepted by the Federation of Nigeria Government. The whole operation is under the direction of one of Her Majesty's Inspectors of Schools, who will have the support of three other Inspectors, one at each of the main centres.

The scheme is a working example of Commonwealth educational co-operation, in which Nigeria will pay for the subsistence of the U.K. teachers while in Nigeria, and the United Kingdom for their transport to and from that country, and certain other expenses.

### Overseas Teachers Attend New U.K. Course

A course for overseas secondary school teachers of science who use English as the medium of instruction has been arranged by the British Council and the Ministry of Education in London, Crewe, Exeter and Newton Abbot.

This new course was in response to a number of enquiries from abroad. With science a priority subject in secondary schools, many of those overseas which teach English as a second language, give science lessons in English.

Sixteen teachers from eight countries assembled in London on August 12th for introductory lectures. The course continues at Crewe (August 15th-22nd), in Exeter (August 22nd-September 5th). Afterwards (September 6th-10th), course members will be able to stay with families in the Exeter area. The final session of the course takes place at Seale-Hayne Agricultural College near Newton Abbot (September 11th-16th). Here the special problems of the overseas teacher of science will be discussed.

**H.P. CHARGES ARE TOO HIGH!**

**IF YOU PAY MORE THAN**

**8½% ON NEW CARS**

**10% ON SECOND-HAND CARS**

(Second-hand cars not more than 3 years old  
and within 50 miles radius of Manchester)

**BUY YOUR CAR FROM ANY ESTABLISHED DEALER**  
tell him you are arranging your own H.P. direct

**CONSULT US**

**WE DO THE REST**

**ANCHOR**

**INVESTMENT CO. LTD.**

**Arkwright House, Parsonage,**

**Manchester 3**

Telephone: DEAnsgate 3688

Telephone or write Mr. C. SMITH

**LET ANCHOR BE A CREDIT TO YOU!**

## Audio-Visual Aids in Education Conference

### Most Successful Yet Held

By general consent of the members it was agreed that this year's annual conference organised by the National Committee for Audio-Visual Aids in Education and the National Foundation for Visual Aids was the best ever. For three days last month between 600 and 700 educationists attended lectures on a wide range of subjects with interest ranging from the primary school to the training college and outside school to the youth service.

Following on the successful conference held in Leeds in 1960 this year's was again part residential and the accommodation provided at Whitelands College, Putney, was very considerably appreciated.

In his report on a satisfactory year's work, Dr. J. A. Harrison, director of the National Committee and Educational Foundation, laid particular emphasis on the information work done by the national organisation through conferences, courses and publications. This information work would be aided by the investigation into research on visual methods throughout Europe currently being carried out by the National Committee on behalf of the United States Department of Education. The results of this investigation would also help to guide activities at the new National Audio-Visual Aids Centre which is to be operated by the national organisation.

It is difficult to select specific sessions for particular mention since all were of a high standard, but considerable interest was aroused by that on "New Approaches to Language Teaching." Here a description of the use of the Tavor Aids system of French teaching (a series of filmstrips linked very closely to tape recordings) was followed by the use of the first permanent language laboratory in this country recently installed at Ealing Technical College. Also worthy of special mention was the lecture demonstration given by Mr. Alan Vincent on the "Educational Use of the Overhead Projector"—which combined the most startling visual effects with a deep and craftsmanlike understanding of teaching needs. Other subjects covered included the contribution of visual material to a project on London in the primary school; the design and making of wallcharts; the organisation of visual aids in training colleges and the contribution of visual materials to practical geography; primary school science; the youth service and biology teaching. The final session of the conference was devoted to an address by Mr. G. A. Chappell, president of the National Union of Teachers on "Education for the Future."

Two of E.F.V.A.'s new films were given their premiere at the first session. They were, "The Story of the Letter Post" made by Verity Films for E.F.V.A., and the G.P.O., and "Prelude to Power," the story of Faraday and the Induction Ring. This is a new film in the History of Modern Science series made by Greenpark Ltd., and is the British contribution (the first to be completed) to a series of five films being made with international co-operation under the sponsorship of O.E.E.C.

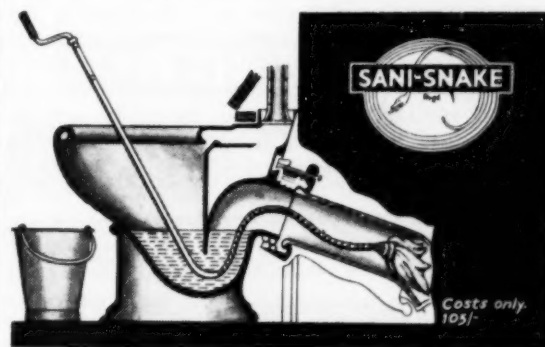
## Training of Part-Time Youth Leaders

### Appointment of Working Party

Sir David Eccles, Minister of Education, has set up a working party "to consider, in the light of the needs of the youth service, the nature of the training which should be available to part-time youth leaders and assistants, both paid and voluntary, and to advise on the best ways of arranging such training." The chairman of the Working Party will be Mr. Gordon Bessey, Director of Education for Cumberland, and a member of the Youth Service Development Council.

In a memorandum to local education authorities the Minister says that the rôle of part-time leaders and assistants in the Youth Service will always be important. Although plans to double the number of full-time leaders in five years are now well under way it is wholly desirable that the Youth Service should continue to rely on many thousand part-time workers and it is essential that these part-time leaders and assistants should have adequate opportunity for training.

The Minister recognises that much has already been done over the past few years but considers that improvements are possible in most parts of the country. "There is a need to bring the level of training in all areas up to that in the best areas," says the memorandum, "and to ensure that the maximum benefit is obtained from the training which is arranged, without duplication and waste of effort."



## The worst of all jobs made easy, quick and clean by the SANI-AUGER

The Sani-Auger is the answer to the caretaker's and maintenance man's prayers. It is a tool which will clear any blockage in a W.C. in a few minutes. It keeps the man's hands out of water and enables the obstruction to be pulled out and dropped in a bucket, by the tool itself. Guests appreciate the quick elimination of a nuisance.

Write for fullest details to:

**CHARLES C. GREY**

20/21 Tottenham Mews, Tottenham St., London, W.1

Phone: MUSeum 9145



## Administrator Discusses

# THE SCOTTISH SYSTEM

The administrator from England who visits Scotland to compare the educational systems of the two countries very soon finds that the differences are not superficial but fundamental, and stem from different philosophies of education.

Accessibility has always been a feature of Scottish education. The four universities of Edinburgh, Glasgow, St. Andrew's and Aberdeen are conveniently placed to serve regional needs as well as national needs. In the larger centres of population, high school places, corresponding to those in the English grammar school, are in general more freely available than in England. In the rural areas, high schools with boarding houses attached are not uncommon. The traditional way to the university in Scotland has been through the primary school to a high school and then to university. The road has been well-trodden and is as easy for the rural child as for the town child.

Schools on the model of the English public school are few in Scotland. Similarly there are few preparatory schools. As a result middle-class parents look more to the State system for the education of their sons and daughters than do middle-class parents in England. The children of local doctors, ministers of religion, lawyers and executives sit side by side with children of the artisan classes in their local primary schools and high schools. Not all primary and secondary schools, however, are free; some charge fees. As a result middle-class parents have more than a theoretical interest in their local schools. A personal interest of this kind can have a powerful effect in maintaining and extending standards of teaching and accommodation.

The issue of specialisation is not the burning question in Scotland that it is in England. Open scholarships at the Scottish universities are rarely offered on performances in specific subjects. The Bursary competitions, as they are called, demand a high standard of performance in a variety of subjects in which both the Arts and the Sciences find a place. The standard of performance in the leaving certificate is not so high as that of "A" level in England, but it is higher than "O" level. Bursary competition level, however, the difference between the standard expected and that of "A" level in England is very slight. The potential scholarship-winner at a Scottish university thus covers a wider range of subjects than his counterpart in England. This is a preparation for the kind of course which he might follow at university. The traditional Ordinary Degree in Arts at a Scottish university has included at least one foreign language; English Literature or History; a subject from the Department of Science; and either Logic or Moral Philosophy.

## MEDIAEVAL YET MODERN

Such a course of studies stems from the mediaeval ideal of the educated man, whose education was founded on the Trivium and the Quadrivium. Although it has its roots deep in history, it also has a relevance at the present time when, in England, so much discussion is taking place on what constitutes a liberal education. The Scottish universities have in fact been providing this for centuries. These regulations have been to a certain extent relaxed in recent years, but the requirement that all students should take a philosophical subject in an Ordinary Arts Degree still remains. Students who proceed to Honours Degrees must study at least two subjects outside the Honours group. Here again one can see the desire to avoid a too narrow specialisation. Indeed, some students take more than two subjects outside their Honours group. It is not unknown for the widely ranging student to qualify for an Ordinary Degree as well as for his Honours Degree.

This long standing tradition of a broad education leading to graduation has had a profound effect upon the teaching profession. So far as men are concerned, teaching in Scotland is a graduate profession. It is because of this that so much dissatisfaction has been caused by recent attempts to dilute the profession. The teacher or administrator from England cannot begin to understand the dispute in Scotland unless this point is understood. In general the minimum qualifications expected of male teachers in Scotland are higher than in England.

The path of a boy or girl from a humble home from village school to university is easier in Scotland than in England. In quite small communities there will be at least three university graduates—the teacher, the minister and the doctor. Advice, therefore, is readily accessible at an early age in the career of a clever boy or girl. The various examination stages are clearly defined. The transition from village school to high school usually takes place at about age 12. Similarly the university entrance requirements are, in general, the same in all four universities. A clearing house grants a Certificate of Fitness to those who are qualified academically to pursue a course of study. The Scottish student knows when he embarks upon his leaving certificate course that success in his examinations will qualify for entrance to any one of the universities in Scotland. He is thus in a very favoured position compared with his English counterpart. Also one examining board conducts the examination, not nine as in England. The system is altogether much simpler; but the possession of minimum qualifications does not automatically ensure admittance to a university.

Scotland has always assumed the presence of clever boys and girls from humble homes who will proceed to university. At the present time England is in a



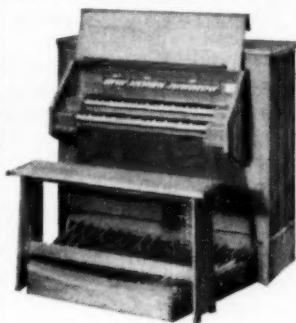
## WHEN CHOOSING AN ORGAN

*Ask yourself two questions*

1. Is the tonal quality really GOOD? 2. Is the organ reliable? What is the supporting evidence?

The practical answer in our case is that Miller organs have been supplied to churches and schools where musical requirements are of a high standard and comprehensive in scale. Northampton and Khar-toum cathedrals have Miller electronic organs permanently installed as have Rydal, Whitgift and other public schools, while over 600 churches, large and small, at home and abroad, also have Miller organs.

As to reliability Miller organs have always been in demand overseas, where climatic conditions are often unfavourable and call for first-class construction and components.



## The English Organ

A full Two-manual instrument with 32-note R.C.O. pedal board and 23 speaking stops. Standard model £800. Special organ, £950. Write for details and ask us to arrange a demonstration.

*The Miller Organ Company Ltd.*  
SALHOUSE ROAD, NORWICH. Tel. 47302.

**Free membership of**

### BETTER BUYING SERVICE

is offered to all readers of the *School Govt. Chronicle* enabling them to buy a wide range of first-class branded goods at large discounts.

15% to 20% CARPETING, FURS, VENETIAN BLINDS, CUTLERY, SILVER, ETC.

10% to 15% FURNITURE, OFFICE FURNITURE & EQUIPMENT, LINO & FLOOR COVERINGS, TV SETS, RADIOS, CAR RADIOS, CAMERAS, TAPE RECORDERS, TAPES, TYPEWRITERS, SEWING MACHINES, ELECTRIC RAZORS, RECORD PLAYERS, REFRIGERATORS, PRESSURE COOKERS, PERCOLATORS, BLANKETS & LINEN, WASHING MACHINES, WATER HEATERS, ELECTRIC BLANKETS, VACUUM CLEANERS, FIRES, LIGHTING, TOASTERS, ELECTRIC KETTLES, AIR CONDITIONING FANS, ETC., ETC.

Leading makes available. H.P. facilities.

Write or 'phone for details and free membership to:

**BETTER BUYING SERVICE (SGC)**

56 Grosvenor St London W1. MAYfair 8502 (10 lines)

## SCHOOL BEDSTEADS

**STRONG, STURDY &  
ROBUST IN EVERY PART**



WOOD & METAL  
FURNITURE  
FOR INSTITUTIONS  
& SCHOOLS

**Y.903.S**

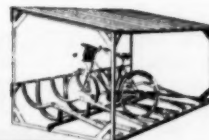
1½" TUBE BOWS, HEAVY ANGLE FRAME, GUARANTEED  
"HOSKWELL" SPRING AND LINK MATTRESS.  
STANDARD SIZES 6' 6" x 3' 0" AND 2' 6"

**HOSKINS & SEWELL LTD.**  
BORDESLEY, BIRMINGHAM, 12

Telephone:  
VICTORIA 2340

Telegrams:  
'HOSKINS' B'HAM

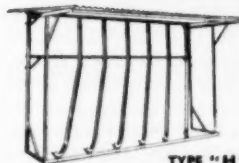
**THERE**



TYPE "J"

**IS AN ABIX**

**CYCLE STAND**



TYPE "H"

**TO SUIT**

**EVERY**

**REQUIREMENT**

ABIX Cycle Stands are constructed of steel through-out, stove enamelled green. Roof sheeting is normally of galvanised corrugated sheets. If required, sheeting can be supplied in Aluminium or Asbestos

There are 30 different types from which to choose

Write for illustrated catalogue RG/1 to:

**ABIX (METAL INDUSTRIES) LTD.**

Steel Equipment for Office and Factory

Pool Road, West Molesey, Surrey

Phone: Molesey 4361/3

Grams: Abix, East Molesey

Also Manufacturers of Steel Partitioning (Industrial and Executive)  
Clothes Lockers

transition stage. Before the war university education in England was, in the main, available only for those whose parents could afford it. Now the system is trying to recast itself in order to cater for the masses. It might be worthwhile for the Robbins Committee and others who are concerned with advanced education in England to have a look at the Scottish system. One notices that the Robbins Committee is paying a visit to continental countries. The members should also include a visit to Scotland in their itinerary. Here is a "foreign" system on the doorstep.

## FOLLOWING BELOW

### New Examination Scheme for Pupils With Not Less Than Five Years of Secondary Education

The fourth report of the Secondary School Examinations Council supports the main conclusion of the Council's special committee under the chairmanship of Mr. Robert Beloe, that the Minister of Education should recognise a new scheme of examinations below the level of the General Certificate of Education, to be taken by pupils at the end of not less than five years of secondary education.

The Council, under the chairmanship of Dr. J. F. Lockwood, Master of Birkbeck College, University of London, recommend the Minister to accept the general proposition that there should be recognised examinations on a regional basis, conducted largely under the control of teachers, for fifth-year candidates for whom G.C.E. Ordinary level is not suitable. The examinations, suggest the Council, should be co-ordinated by a central body, which would advise the Minister on questions of recognition, with the help of an examinations research and development unit. These should, like the G.C.E. examinations, be on a "subject" basis, i.e. candidates would be free to enter for any subject or combination of subjects.

In a foreword to the report the Minister of Education, Sir David Eccles, says that the report will be of great assistance to him in reaching a decision on a matter "which will have profound repercussions in the schools."

In preparing their Report the Council consulted all the principal teachers' and local authority associations and received comments from a number of other bodies. The majority of comments, including those of all but one of the main associations of teachers and local authorities, favoured the special committee's main recommendation that there should be new examinations. Those who opposed it did so from three points of view. There were those who opposed any extension of external examinations; those who preferred extended use of the G.C.E. examination; and those who supported external examinations for fourth-year secondary school pupils.

Having carefully considered these objections, the Council decided that none of them was of sufficient force to affect the main conclusion reached by their special committee.

Many of the bodies consulted, while in favour of the main proposition, had views of their own about the detailed organisation of the examinations which

differed at certain points from those of the special committee. The Council are aware that there will be substantial problems in connection with implementing any new scheme—such as the number and scope of examining bodies required, which will need further investigation and discussion with bodies concerned. They therefore recommend that the Minister should at this stage accept in principle their main proposition, so that they may give further thought to the problems of implementation.

The Council believe that if the new examinations come into being they should accept general responsibility for advising the Minister on their operation, with such modifications of their constitution and membership as may be necessary. They also foresee the need for systematic research on examinations, and welcome the suggestion that there should be an examinations research unit, and also that there should be experiments in the field for the purpose of determining the lines of the new examination, provided these are carried out within the framework of a generally agreed scheme, and that they do not result in delay in implementing the main proposals.

The report is available from H.M.S.O., price 1/6.

## Higher Education Committee Go Abroad

The Committee on Higher Education, which have been meeting weekly since the middle of March, are shortly to make their first visit abroad. The first visit will be to Switzerland. Preliminary arrangements are in hand for other visits abroad and in this country. They will then adjourn until September when they start interviews with some of the individuals and groups who have submitted written evidence.

In the meetings up to date they have been holding informal talks with representatives of government departments and with people prominent in educational matters and have been considering the evidence received so far. While there has been an excellent response to their original request for evidence, they wish to point out that for a short time they can still receive additional memoranda. In particular they desire to make it clear that, although the constitutions and problems of particular institutions do not come within their terms of reference they will welcome evidence from the governing bodies of such institutions or the individual teachers engaged therein on the broader problems of higher education in general.

Evidence can be sent to: The Secretary, Committee on Higher Education, Old County Hall, Spring Gardens, London, S.W.1.

The Committee's terms of reference are:

"To review the pattern of full-time higher education in Great Britain and in the light of national needs and resources to advise Her Majesty's Government on what principles its long-term development should be based. In particular, to advise, in the light of these principles, whether there should be any changes in that pattern, whether any new types of institution are desirable and whether any modification should be made in the present arrangements for planning and co-ordinating the development of the various types of institution."

## Five Thousand Taking "Dip. Tech." Courses

"This year has been notable, not only for the large increase in enrolments for the Diploma in Technology, but the gratifying number of registrations for membership of the College of Technologists (M.C.T.) in the first full year since its inauguration," says Sir Harold Roxbee Cox, chairman of the National Council for Technological Awards in a foreword to the council's Annual Report.

The report, which covers the period April, 1960, to March, 1961, shows that

1. Nearly 5,000 students were taking courses in the Diploma in Technology compared with 3,800 a year before.

2. Nearly 1,770 students, including 63 women, had enrolled in first-year courses compared with 1,500 in the previous year, of whom 40 were women.

3. Over 470 Diplomas had been awarded.

4. Thirty-four applications for the M.C.T. had been received of which 27 had been accepted and five were under consideration.

The report says that the total number of students taking Diploma courses and the number of Diplomas awarded is "quite a remarkable achievement over the five years the council has been in existence." The council pay tribute to the enthusiasm with which colleges and industry had embraced the concept of the Diploma in Technology.

About 83 per cent. of the engineering students and 56 per cent. of the students of technologies other than engineering were industry based. The council acknowledge the part played by industry in providing industrial training for these students—totalling about 3,800—and for some 1,200 college-based students.

The council are impressed by the growth in the number of students following sandwich courses in technologies other than engineering. These had risen from 220 in 1957 to nearly 1,250 in March, 1961. The report points out that the character of courses in technologies other than engineering is of particular interest. For example, in mathematics the approach to the subject in courses leading to the diploma "has a distinctive practical flavour in contrast to the more abstract treatment of the subject often found in other courses of a similar standard."

The recognition of the diploma in various quarters is illustrated by the following:

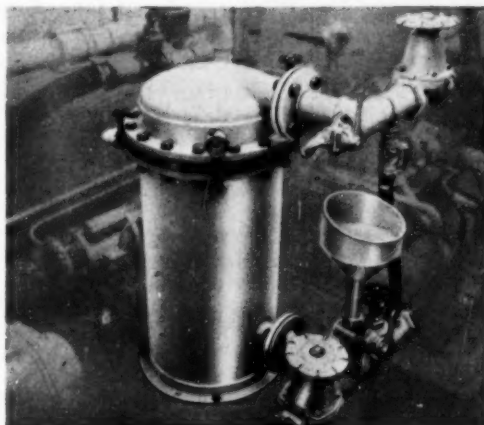
1. The diploma is accepted as a qualification for entry to the scientific civil service *pari passu* with a university degree.

2. The Burnham Technical Committee recognise the holder of a Diploma as eligible for a graduate addition to his salary and recently have decided that those with first and second class honours will be eligible for an honours allowance qualification equivalent to that given to holders of university honours degrees.

3. The majority of professional institutions exempt holders of the diploma from taking the institute's own examination for graduate membership.

An interesting development has arisen from the recommendation by the Committee of Vice-Chancellors and Principals for universities to treat the holders of

today —  
tomorrow —  
**ALWAYS**



Purafilter plant rated at 4,000 G.P.H. installed on a public learners pool, London.

## PURAFILTERS

for safe  
crystal clear  
trouble free

**SWIMMING  
POOLS**

### ● PURAFILTERS

are designed to the latest British Standards by engineers with more than 30 years' experience in water filtration.

### ● PURAFILTERS

are available for pools from 6,000 to 150,000 gallons capacity—municipal, holiday camp, school or privately owned.

### ● PURAFILTERS

provide such fine filtration that they not only remove suspended solids but yield water of a brilliant clarity unobtainable with most other methods of purification.

### ● PURAFILTERS

cover the entire U.K. with skilled filtration engineers to give free advice on installation and operating techniques.

Illustrated brochure, layouts, specifications and advice from:

**THE METAFILTRATION CO. LTD.**

Belgrave Works, Hounslow, Middlesex

'Phone: Hounslow 1121-3



the diploma on the same footing as university graduates. Already a number of holders of the diploma, financed by grants from D.S.I.R., are reading for higher degrees at universities, whilst in the reverse direction a number of university graduates have been registered as candidates for the M.C.T.

## Economic Situation Affects Educational Building

In the course of the debate in the House of Commons on the economic situation, the Chancellor of the Exchequer made the following announcement about educational building:

"In the field of education, there will be reductions in authorisations for minor works and my right hon. Friend, the Minister of Education, is considering a rearrangement of priorities in favour of scientific and technical education."

In Circular 13/61, published on July 31st, Sir David Eccles, Minister of Education, has told the local education authorities how he intends to implement this announcement.

The announcement of major building programmes of work to be started in 1963-64 will be delayed until the autumn. In the meantime, the Minister will review the proposals for this programme already sent to him by the local authorities with the object of increasing the priority given within the approved building programme to the expansion of facilities for science and technical education.

The minor works programme for the remainder of 1961-62 and for 1962-63 will be considerably reduced. Very few projects will be allowed to start from today until October 1st next. Thereafter, the programme will be resumed on a restricted basis, except for the smallest jobs—those costing less than £2,000—on which there will be no restrictions.

★ Between October 1st, 1961, and March 31st, 1963, a period of eighteen months, minor works authorisations are expected to total about £16 million. Before the issue of Circular 13/61, authorisations for 1961-62—a period of twelve months—had been set at £16.5 million.

## Expansion of Youth Leader Training

The National College for the Training of Youth Leaders at Leicester is establishing itself as an integral and vital part of the post-Albemarle Youth Service. Many official and voluntary national organisations have appointed liaison officers to work with the College. Contacts have been made with personnel managers and education officers in industry and commerce and with industrial welfare bodies.

Enquiries are already being made for the services of the qualified youth leaders who will leave the college next January. Now, having successfully launched itself, the college has published its prospectus and curriculum for the session beginning in February, 1962.

There has been a good flow of applications from men and women for the 140 places in this second course.

But final selections will not be made until October and there is room for more applications. Intending students should, however, apply as soon as possible.

The college has an academic staff of eight covering—Youth Service Principles and Practice, Economic and Social History, English, the Social Services, Educational Psychology, Physical Education, Music, Drama and Art. The work is arranged in three categories. All students take the Mainstream Course (Youth Service Principles and Practice) and the Contributory Courses (English; Educational, Economic and Social Background; the Physical and Psychological Development of Young People) but, these apart, there are options allowing for individual specialisation according to interest, aptitude or conviction. In the first year, students have started a wide variety of more than 40 optional group activities.

## Still Higher Awards for Business Studies

The decision to establish a Higher National Diploma in Business Studies to start in September, 1962, is the latest step taken by Sir David Eccles, Minister of Education, to improve the provision for business studies at the Technical Colleges.

In March, 1960, the Minister pointed out that advanced education for commerce had not kept pace with higher technological education. He believed that the time was ripe for more rapid developments.

The first step taken by the Minister was the introduction of two new National Certificates in Business Studies for part-time students to take the place of the existing National Certificates in Commerce. Details of these two new certificates—the *Ordinary and Higher National Certificates in Business Studies*—were announced in March this year (Ministry Administrative Memorandum 7/61). Courses leading towards these two certificates are to start next September.

In March the Minister also announced the introduction of an *Ordinary National Diploma in Business Studies*. Two-year full-time courses leading to this award will also start next September.

## Higher National Diploma

Replying to a question in the House of Commons last month Sir David Eccles announced a still higher award.

After consultation with the National Advisory Council on Education for Industry and Commerce, he said he had decided to establish an award to be known as the Higher National Diploma in Business Studies. This Diploma, which will be introduced in September, 1962, will be given for the successful completion of an approved advanced sandwich course lasting three years or an equivalent full-time course. The joint committee concerned hope to announce details by the end of this year; these will include provision for awarding the Diploma to students who have already embarked on an appropriate course and who reach the required standard.

The National Advisory Council, added Sir David, will later consider the desirability of creating a further award in respect of courses broadly equivalent in length and standard to courses leading to the Diploma in Technology.



## School Building Economy Advantage of Local Authority Pooling Scheme

The Ministry of Education's Building Bulletin No. 19, "The Story of C.L.A.S.P." (H.M.S.O. 5s. 0d.) describes the development and present functioning of C.L.A.S.P. — The Consortium of Local Authorities Special Programme. This Consortium is the first example of a group of public authorities coming together voluntarily to pool their professional resources to develop and control a system of prefabricated building construction for their own use and thus secure the full economic advantages of the production of standardised components in quantity.

The Bulletin outlines the principal developments in post-war prefabricated school building undertaken by Hertfordshire and the Ministry of Education and the further development undertaken by Nottinghamshire County Council in 1956 in working out the details of the C.L.A.S.P. system of construction. Throughout the 15 years briefly covered by this part of the Bulletin the aim has been to produce systems of prefabricated standard parts which could be assembled in a wide variety of ways to meet the various requirements of different types of buildings and different sites.

The annual Nottinghamshire building programme was not in itself sufficiently large to secure the most favourable prices for its factory-made components. But the association with Nottinghamshire of other public authorities in the Consortium and the growth of the total building programme of the Consortium from £2½ million in 1958/9 to more than £7 million in 1961/2 has resulted in considerable savings in the price of many of these components. Consequently, members of the Consortium are now able to erect buildings in the C.L.A.S.P. system which compare favourably in price and quality of finish with other contemporary buildings and enjoy the additional advantages of speedy erection, flexibility in design and a minimum need for scarce types of craft labour on building sites. Moreover C.L.A.S.P. buildings do not require costly preventive measures when built on sites liable to mining subsidence.

Equally interesting is the organisation of the Consortium, which has no constitution or standing orders, but works informally through the policy meetings of its elected members and chief officers, and through the monthly executive meetings of its working party. The offices of each authority are responsible for the design and the tendering and supervision work for each of their own building projects; but the Consortium's working party is responsible for arranging the invitation of tenders for the C.L.A.S.P. components used on jobs by all its members, and controls and modifies the design of the various components as the result of the development work which it undertakes.

The Bulletin looks forward to the formation of other voluntary associations of public authorities on the lines of the C.L.A.S.P. Consortium to standardise and rationalise component items in their buildings and methods of assembly. The lesson of the C.L.A.S.P. Consortium is that this should result in considerable economic advantages to both tax and rate payer, giving better value for money spent on educational and other building projects and a more economic employment of the nation's resources.

## School Broadcasting and Viewing

Sir Charles Morris, Vice-Chancellor of the University of Leeds, opened the Summer School of the School Broadcasting Council for the United Kingdom at Westfield College, Hampstead, last month, when speaking both as president of the Association of Teachers in Colleges and Departments of Education and as chairman of the Council, he said he thought that the discussions on the future of broadcasting that will go on in the coming year or so are going to be immensely influential, especially as they affect television. School broadcasting has acquired a lot of experience. Sound school broadcasting in this country has a tremendous reputation around the world, largely based on solid work in the schools, good hard thinking in the committee rooms and creative imagination in the studios. It has succeeded especially in trying to work with the schools and in building on all the benefits to be derived from the advice and experience of the schools. Continuing, Sir Charles said: "I don't know how fast you think television is going to go, how many schools are going to take it, how much prestige it is going to be given as part of the school system. But the talks that will go on in the coming year or two are going to decide this. I don't know what you think the most important things are. I think myself—as a man who has been in the educational world all my life—that any broadcasting which goes into the schools ought to be on the basis of good solid work and of co-operation at every level between schools and teachers and the producers and the people who have to control policy. I think that this requires really sustained effort, not just an occasional meeting of a group of people to say Yes or to say No to some immediate question, but good solid work on broadcast by broadcast, series by series. Anybody who is allowed to go into the schools with broadcasts ought really to accept this sort of responsibility.

"I don't think that it would do for this purpose to have some sort of superior council set up on top of a group of different providers of broadcasts. I think that a body that was set up in this way would inevitably be a regulating body, and could not do much more than regulate. It could not, I think, establish the intimacy in day-to-day working with the producers or with the schools that is absolutely necessary if the responsibility I have described is to have real meaning."

## Anglo-Soviet Teacher Exchange

Twenty-five teachers of Russian from British schools and universities are to visit Moscow from August 25th to September 23rd, under exchange arrangements made by the British Council and the Soviet Ministry of Education. The object of the visit is to enable members to improve their knowledge of the Russian language and to get acquainted with the life and culture of the Soviet Union.

Simultaneously, 25 teachers of English from the U.S.S.R. will visit the U.K. as guests of the British Council. After a short period in London and visits to Oxford and Stratford-upon-Avon, the Soviet teachers will attend a three-week summer school especially arranged for them in Bangor, North Wales.

## Agricultural Engineering

### National College to Open Next Year

Dr. P. C. J. Payne, of the Durham University Department of Agricultural Engineering, has been appointed as the first Principal of the new National College of Agricultural Engineering. Dr. Payne will take up his duties early next year. The college will open with a small group of students in temporary premises made available by the Ford Motor Company, at Boreham, near Chelmsford, in the autumn of 1962, pending the completion of its own premises at Silsoe, Bedfordshire, which will be ready for occupation the following year. The college will be fully residential and will accommodate between 60 and 100 students.

The main course at the College will lead to the award of a College Diploma and will prepare for work in agricultural engineering at the professional level. Candidates for this course would need qualifications roughly equivalent to those needed for a degree course in engineering, or for a technical college course of similar standing. For most students this course would require three years full-time study.

The Governors are considering, how, when it is fully established, the College can best contribute to meeting the needs of students not qualified for entry to the main course.

It is also intended to provide shorter courses of an advanced type for students who have already obtained a degree or the equivalent in engineering or agriculture.

The Registrar, Group Captain K. M. Crick, O.B.E., A.C.A., has also been appointed and a temporary office has been opened at Queen Anne's Chambers, 28, Broadway, London, S.W.1.

At the request of its Local Authorities Standards Advisory Committee, the British Standards Institution has published a British Standard (B.S.3359) for kitchen stools and container stands used in school meals service kitchens. The stools are intended for use with tables 2ft. 10in. high and it is specified that they shall be 25in. high, with wooden seats and either wooden or tubular steel framework. Stools with tubular steel framework, and any wooden stool differing in detail from the requirements laid down in this standard, are required to pass the endurance test for stools specified in B.S.3030: Part 2.

## Physics

The Institute of Physics and The Physical Society and the British Radio Spectroscopy Group announce that they are jointly holding a two-day conference on "Radiospectroscopy of solids," in the Department of Physics of the University College of North Wales, Bangor, on September 21st-22nd.

The Institute and Society's Guthrie lecture will be presented during the Conference by Dr. D. Shoenberg, F.R.S., who will speak on: "The de Haas-van Alphen effect and the electronic structure of metals."

The Institute and Society also announce a residential symposium on "Some aspects of the physics of space research" to be held at the Royal Military College of Science, Shrivenham, Swindon, Wiltshire, from September 20th-22nd. The subjects to be discussed are: the advantages to physicists of space research; cosmic rays, particle physics and meteorology; radio research from rockets and satellites; and rockets, orbits and trajectories.

The Electronics Group of the Institute will be holding a conference on "The physics of gas discharge devices" in the Assembly Room of the Town Hall, Leamington Spa, on September 28th and 29th, when the introductory address will be given by Professor J. D. Craggs, F.Inst.P., of the University of Liverpool, and some of the lecturers who have accepted invitations to speak are from the Universities of Liverpool, Swansea and Sheffield, and from the A.E.I., Mullard and G.E.C. Research Laboratories.

Further details may be obtained from the Administration Assistant, The Institute of Physics and The Physical Society, 47, Belgrave Square, London, S.W.1.

Seventy teachers and other educationists from all parts of the United Kingdom will attend a summer school on wool and the wool industry—particularly the West of England wool textile industry—to be held at Bath Technical College from August 21st to 25th. Arranged by the International Wool Secretariat's education department, the programme will be both academic and practical. I.W.S. staff members will lecture on wool growing and marketing, the historical and geographical development of the wool trade, the properties of wool, wool cloth manufacture, weave structure and quality judging.

FOLLOW THE STARS... USE

# LITESOME Sportswear

"BEST IN THE FIELD"—for all sports



In every field of sport, "Litesome" Sportswear is accepted as "standard" wear by many of the world's leading sportsmen. "Litesome" ensures comfort, confidence and smartness, and is designed on years of actual experience.

Obtainable from all good sports shops and made by

**FRED HURTLEY & SON LTD.,**

Manufacturers of the famous "Litesome" Supporter



The "Litesome" range of finest quality sports clothing includes —

- ★ FOOTBALL SHIRTS & SHORTS
- ★ TERYLENE NON-SHRINK FOOTBALL STOCKINGS
- ★ TRACKSUITS & WINDCHEATERS
- ★ OUTFITS FOR ALL OTHER SPORTS



**Dept. 59, Keighley, Yorks.**

# Education as a Force for Economic Development

The contribution that education can make to national development—not in theoretical terms of more skilled manpower or higher cultural standards but in hard cash—took the centre of the stage at the 59th Session of the U.N.E.S.C.O. Executive Board in Paris.

Members of the Board agreed on the essential importance of education to developing economies and expressed general approval of U.N.E.S.C.O. plans to conduct further research in this field through the establishment of an economic development analysis unit. There was also agreement among speakers on the danger of oversteering technical and vocational training to the detriment of general education.

Statistics on the impact of education upon productivity were provided by Professor Norair M. Sissakian of the U.S.S.R. He quoted a study made 35 years ago in the Soviet Union which showed that the efficiency of a factory worker who had received four years of primary schooling, was 43 per cent. higher than that of a man with no education. Productivity of secondary school graduates was 108 per cent. higher; that of university graduates was 300 per cent. higher.

"An investment of two or three thousand millions in education can yield seventy thousand millions within a few years," stated Professor Sissakian. He stressed the need for educational planning, based on the experience of his own country, and added that, in to-day's society, secondary education is necessary not only for university students but for factory workers as well. "The frontier between the worker on the production line and the engineer in his office is fading," he said.

Professor Paulo de Berredo Carneiro of Brazil reported that the National Development Bank in his own country is now earmarking 3 per cent. of its industrial loans for education, both in technical training and basic primary and secondary education. He suggested that a fixed percentage should be set aside in the same manner in international economic development loans.

After a short review of educational progress in India—where the number of children in school has jumped from twenty to forty millions in ten years—Mrs. Indira Gandhi told of the economic problems raised by this

huge increase. However, the Indian member of the Board declared, "Education for social integration is as important as education for economic development."

U.N.E.S.C.O.'s plan to probe further into the direct relationship of education to economic progress met with the strong approval of Mr. Mohammed El Fasi of Morocco. "We want figures and more figures," he said, and, as an example, pointed to the need for a realistic appraisal of the comparative agricultural productivity of uneducated fellahs and of trained agricultural specialists.

In this international discussion, Mr. Rodulfo Baron Castro of El Salvador contributed figures from Latin America on the rapid growth of school systems, but asserted that this growth is being slowed by a "vicious circle" where lack of money is hampering education while lack of educated manpower is hampering the economic progress needed to generate funds for education. From Asia came the viewpoint of Mr. Akira Matsui of Japan, who told how education had succeeded in transforming his country from a feudal society to a modern nation within four decades, and a report by Mrs. Geronima T. Pecson of the Philippines on reforms now being made in the Philippine school system to equip students more effectively for modern life. The Board's member from Africa, Dr. Albert Rakoto-Ratsimamanga of the Malagasy Republic, pointed out that adult education could bring quick returns in reconverting agriculture from a subsistence to a productive economy.

Dr. S. M. Sharif of Pakistan asked for a "crusade" to bring home the inter-relation between education and economic development. "Finance ministers are hard-headed people," he said, and warned that this thesis must be illustrated with facts and figures if they are to be convinced of the economic need for more spending on schools. Dr. Sharif illustrated this need with an



Like the winning teams  
**Bukta**  
RUGGER & SOCCER  
SCHOOL TEAM OUTFITS  
are consistently good



Ask your local outfitter for the new 10-colour catalogue of outfits for your local school.

In case of difficulty, write to Sales Promotion Manager, Bukta, Stockport, Cheshire.



example from Pakistan where, he said, dams and factories have been built but are now facing problems in their operation because trained manpower is not available to run them.

A note of caution was sounded by Dr. George N. Shuster of the United States. No one will deny that primary education is a prerequisite of economic development, he said, but he warned that evaluating the economic productivity of higher education can be illusory. Two universities in the United States are now conducting research on this subject.

On the other hand, Dr. Shuster warmly subscribed to the idea of outside aid for developing countries now building their educational systems and he cited the United States itself as an example of the value of such aid. "We were able to borrow from the world at large," he said as he reviewed American educational development over the past 100 years. "If you borrow from us now," he declared, "that is merely what we did a century ago."

Over-emphasis on educational planning was criticised by Sir Ben Bowen Thomas of the United Kingdom who said that "a plan should not become an overbearing document" but should be a "reasonable forecast that can be changed." He added that the importance of general education as a dynamic force for national development must not be overlooked.

After a statement by Dr. Silvio Zavala of Mexico who brought out the need to avoid overlapping the work of other organisations engaged in similar research (the United Nations Economic Commission for Latin America, for example), Professor Otto von Simson of

the Federal Republic of Germany pleaded for a truly-balanced educational system in which economic needs cannot be given absolute priority. "In 1945," he said, "my country possessed little more than skills and a certain degree of 'education,' and that is perhaps the explanation of the 'German economic miracle.' Today, however, our plans for educational reform set out precisely to place an accent on another aspect of education: we want to re-establish a fair synthesis between technology and the humanities."

Replying to points raised during the discussion, Mr. René Maheu, deputy director-general of U.N.E.S.C.O., pointed out that the basis for their discussion was a resolution adopted by the U.N.E.S.C.O. General Conference last year and solely concerned with the rôle of education in economic and social development. "The Secretariat as a whole," he said, "obviously can never overlook the other aspects of education."

Concerning figures on the needs and the productivity of education, Mr. Maheu warned against an over-indulgence in arithmetic. "In such fields," he said, "the most precise figures are not always the most accurate ones . . . we cannot be hypnotised by the magic of numbers." What must first be done, he added, is to define general trends and to create an awareness of the needs of education in developing countries. "It is only by becoming aware of needs rather than of resources," he said, "that men attempt and achieve at times what appears at first sight to be unachievable."

## New Diploma in Art and Design

Colleges of art in England and Wales have been invited by the National Council for Diplomas in Art and Design to submit proposals for courses leading to the award of the new Diploma in Art and Design for the approval of the Council.

The first courses, to last three years of full-time study, will start in September, 1963. The conditions laid down by the Council for the approval of courses include requirements concerning the educational standard of students admitted to courses, the quality of teaching staff, the academic content of proposed syllabuses, and the facilities and equipment of the college premises.

It is expected that the first diplomas will be awarded by the Council in 1966, following examinations in which external examiners will be associated with college staffs in assessing the work of students.

In a memorandum to local education authorities and colleges concerned, the Council say they may wish to send a party of members to visit colleges to satisfy themselves that required conditions are met.

The Ministry of Education will be responsible for approving courses from an administrative and financial aspect. A Ministry memorandum to local education authorities sets out the procedure for obtaining the Minister's approval.

The Ministry also announces that the last annual examination for the National Diploma in Design—superceded by the new diploma—will be held in 1965, though special examinations will be held in 1966 and 1967 to enable candidates to retrieve failure in earlier years. After this year, no further students will be accepted for two-year courses leading to the Intermediate Certificate in Art and Crafts.

# EVERED

Manufacturers of

## METAL BEDSTEADS

for  
SCHOOL  
AND  
COLLEGE



No. 6430

### EVERED AND COMPANY LIMITED

SURREY WORKS, LEWISHAM ROAD, SMETHWICK 40, STAFFS

Incorporating

JOHN & JOSEPH TAUNTON LTD., ALBERT PHILLIPS LTD.,

S. F. TURNER LTD.

Telephone: SMETHWICK 2385

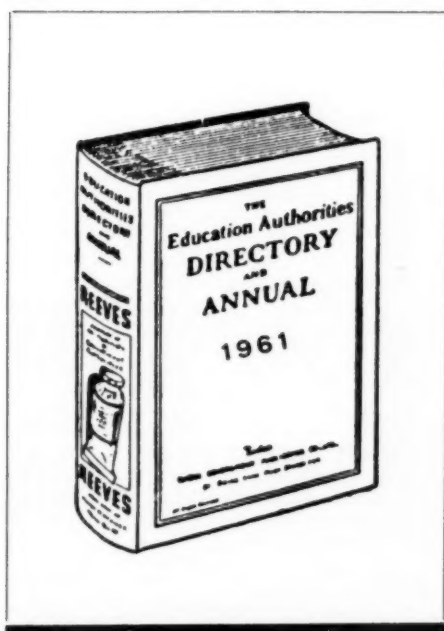


● 58th YEAR OF PUBLICATION

# THE 1961 EDITION OF THE EDUCATION AUTHORITIES DIRECTORY

(Published annually by the Proprietors of the "School Government Chronicle")

Every Education and Executive Officer of the Education Committees and Local Authorities, the Principals of Secondary Schools, Colleges, Training Colleges, Universities, Polytechnics, and others interested in National Education should have a copy of this completely revised and enlarged new edition. More than twenty thousand corrections have been made. If you have not yet ordered, please do so now.

**CONTENTS INCLUDE:**

**MINISTRY OF EDUCATION**, Branches and Divisions; Executive and Staff; Inspectorate; National Colleges; Welsh Education Department.

**EDUCATION AUTHORITIES** (including the Excepted Districts and Divisional Executives) of England, Scotland, Wales and Northern Ireland, with names of Chairmen, Vice-Chairmen, Directors and Secretaries, Medical and Dental Officers; Architects and all other principal officials. With details of Schools controlled.

**LONDON COUNTY COUNCIL** Education Committee with Sub Committees; Inspectors; Divisional Officers; Organisers and other officials; Youth Employment Bureau.

**HOME OFFICE CHILDREN'S DEPARTMENT**.

**CHILDREN'S OFFICERS**, County and County Borough.

**SCOTTISH EDUCATION DEPARTMENT**.

**MINISTRY OF EDUCATION, NORTHERN IRELAND**.

**SECONDARY GRAMMAR SCHOOLS** (England and Wales).

**SECONDARY TECHNICAL SCHOOLS** (England and Wales).

**SECONDARY MODERN SCHOOLS** (England and Wales).

**SENIOR SECONDARY SCHOOLS** (Scotland).

**JUNIOR SECONDARY SCHOOLS** (Scotland).

**GRAMMAR SCHOOLS** (N. Ireland).

**INTERMEDIATE SCHOOLS** (N. Ireland).

**REGIONAL ADVISORY COUNCILS FOR FURTHER EDUCATION**.

**POLYTECHNICS, TECHNICAL COLLEGES AND SCHOOLS OF ART**.

**TEACHERS TRAINING COLLEGES**.

**COLLEGES FOR PHYSICAL EDUCATION**.

**TRAINING COLLEGES IN SCOTLAND AND IN NORTHERN IRELAND**.

**UNIVERSITIES AND COLLEGES**.

**INSTITUTES OF EDUCATION, UNIVERSITIES EXTRA-MURAL DEPARTMENTS**.

**PRINCIPAL COMMONWEALTH UNIVERSITIES**.

**SPECIAL SCHOOLS AND HOMES** for Blind, Deaf, Dumb and other Handicapped Children.

**HOME OFFICE APPROVED SCHOOLS**.

**BURNHAM COMMITTEES**.

**EXAMINING BODIES**.

**GOVERNMENT DEPARTMENTS**.

**UNIVERSITIES COUNCIL FOR ADULT EDUCATION**.

**UNIVERSITIES APPOINTMENTS BOARDS**.

**LIBRARIES**.

**EDUCATION ASSOCIATIONS**.

**COMMONWEALTH EDUCATION DEPARTMENTS**.

**COLONIAL EDUCATION DEPARTMENTS**.

**COMING EVENTS DIARY 1961**.

OVER  
700 PAGES

**35/-**

(Including Postage)

## THE OFFICIALLY RECOGNISED HANDBOOK OF NATIONAL EDUCATION

Available from:—

THE SCHOOL GOVERNMENT PUBLISHING CO. LTD.,  
98, KINGSTON ROAD, MERTON PARK, LONDON, S.W.19.  
Telephones: CHerrywood 2245 and 2246

### ORDER FORM

To the Manager, THE EDUCATION AUTHORITIES DIRECTORY,

98, Kingston Road, Merton Park, London, S.W.19.

PLEASE SEND.....copies of THE EDUCATION AUTHORITIES DIRECTORY, 1961 edition, for which I enclose Money Order/Postal Order/Cheque for £ : : .

Name.....

Address..... Date.....

*Cheques should be made payable to "The School Government Publishing Co. Ltd." and crossed.*

## Fire Protection in School Design

A revised edition of the Ministry of Education's Building Bulletin "Fire and the Design of Schools" (4/-) offers guidance to satisfy the safety requirements of the standards for School Premises Regulations.

The Bulletin contains chapters on the general principles, planning and construction of means of escape, the structural precautions necessary to ensure the safety of a school's occupants, fire warning systems, fire fighting equipment and miscellaneous precautions. Appendices deal with additional structural precautions, the number of fires in schools, the fire resistance of various structural elements, the classification of wall and ceiling lining materials, the designation of roof covering materials and smoke-stop and fire-check doors.

The following are the main alterations made since the second edition:—

1. Combustible external walls or wall cladding may now be used in buildings of any height, subject to a number of detailed safeguards. (It was previously recommended that they should not be used in buildings of more than two storeys).

2. Columns and beams of combustible materials may now be used in buildings up to four storeys in height. (Previously only up to two).

3. New standards are laid down for roof coverings, making use of the designations and tests described in the recently-published British Standard.

4. The standards of fire-resistance recommended for external walls have been revised. In buildings of any height, a wall which is entirely non-combustible need have no specific fire-resistance provided it is far enough from the site boundary; but if it contains any combustible materials, or has any combustible cladding, a specific period of fire-resistance is recommended, varying with the height of the building.

5. The method of deciding minimum permissible distances from site boundaries has been modified.

6. The basis for providing fire extinguishers has been revised.

7. The appendices have been revised and the result of tests on structural elements have been brought up-to-date.

Six boys at an Ilkeston, Derbyshire, school have made an oak pulpit for Milford, Derbyshire, parish church as part of their G.C.E. examination.

The N.U.T. reports a record subscription income for the half-year ending June 30th. Figures just announced show that the Union's income to the end of June was £321,380 7s. 1d., which is £16,163 4s. 10d. higher than the corresponding period last year, itself a record.

At Lilleshall Hall, Shropshire, from August 19th-27th, 490 Seniors (15-18 years) of The Boys' Brigade will receive top-line coaching in Association Football, Cricket, Rugby Union, Basketball, Fencing, Table Tennis, Lawn Tennis, Judo, Olympic Gymnastics, Athletics, Badminton, Archery, Golf and Weight Lifting. The Camp Commandant will be Sir Alfred Owen, C.B.E., president of the West Midland District and president of the West Bromwich Battalion.

## OFFICIAL ADVERTISEMENTS

### CORPORATION OF THE CITY OF ABERDEEN CHILDREN'S DEPARTMENT

The Corporation of the City of Aberdeen invite applications for the undernoted posts:

- (i) **WARDEN** in a Reception Centre which has accommodation for twenty-six children and provides specialist facilities for their physical and mental assessment. Applicants should be graduates of a British University. The salary is £745, rising by annual increments to £1,015 per annum. A deduction from salary will be made at the rate of £120 per annum in respect of board and residence.
- (ii) **DEPUTY WARDEN** (woman). Applicants should hold a Diploma in Social Science or possess equivalent qualifications. The salary for the post is £670 per annum, rising by annual increments to £770 per annum. A deduction from salary will be made at the rate of £200 per annum in respect of board and residence.

Each post is superannuable and the persons selected for appointment will require to undergo a medical examination.

Applications giving full particulars of qualifications and experience and the names of two persons to whom reference may be made and accompanied by a copy of two recent testimonials should be lodged with the Children's Officer, 150, Bon-Accord Street, Aberdeen, before August 19th, 1961.

J. C. RENNIE, Town Clerk.

Town House.

ABERDEEN, July 26th, 1961.

**ASSISTANT MATRON** wanted for September for Boys Independent School. Good Need:ewoman.—Apply, Headmaster, St. Andrew's School, Knowle Hall, Near Bridgwater, Somerset. Phone. PURITAN 283.

### ST. MARY'S JUNIOR SCHOOL

**STONE COURT, GILLSMAN'S HILL, ST. LEONARDS-ON-SEA.** Required in September, a qualified non-resident **MISTRESS** to be in charge of Preparatory Class (Girls 4-7 years). Communicant Member of C.E. Burnham Scale, Government Superannuation.—Apply with testimonials to Headmistress.

### Newcastle-upon-Tyne 2.

#### ROYAL GRAMMAR SCHOOL

Applications invited for appointment as **ASSISTANT MASTER**, September, 1961, to teach **PHYSICAL EDUCATION** throughout the school with a view to temporary or permanent appointment. Apply to the Headmaster.

### Norton School, Kineton, Warwick.

#### ASSISTANT MATRON

A second Assistant Matron is required at this Senior Boys Approved School as soon as possible.

Applicants should have some knowledge of nursing and general domestic management, but it is more important that they have a good sense of humour and possess endless patience and tact.

Salary on the scale £475 to £600 and very pleasant quarters provided with full board, lodging and laundry at a charge of £120 per annum.

Apply to the Headmaster at the above address.

## HOLIDAY ACCOMMODATION

**LONDON, S.W.1**—St. George's Hotel, 25, Belgrave Road, Victoria. VIC 8870. 3 mins. Victoria, and Coach Station. H. and C. E. Fires. "A.T.M. Radio"; Props.: Mr. and Mrs. F. T. Brand.

The subscription to  
**The School Government Chronicle**  
is 13/6 per year post free.

Orders should be sent to the Publisher, School Government Chronicle, 24 Black Friars Lane, London, E.C.4

### Better work with 'ROMAN CITY' AND 'FREXON' CRAYONS

The smooth, non-smearing quality of Harbutt's wax crayons makes for better work at school and at home. The brilliant colours of 'Roman City' are specially selected for ease of blending. The large size 'Frexon' crayons encourages freedom of expression among younger children. That is why educationalists everywhere prefer Harbutt's products.

**Samples gladly sent on request with Educational List**

The names 'Roman City' and 'Frexon' are Registered Trade Marks.

**Sole Manufacturers**

**HARBUTT'S PLASTICINE LTD. Bathampton · Bath · Somerset**



### MISCELLANEOUS ADVERTISEMENTS

**THEATRICAL AND FANCY DRESS.**—Artistic, fresh, accurate. Moderate charges. Black Lion Costumes, 25, Sommerville Road, Bristol, 7. Telephone: 41345.

**PAY AT LEISURE** for your pleasure. Deferred Payments arranged for Holidays, School Fees, Decorations, Removals, Motor Insurance, Adult Tuition, etc. M. & P. GROUP DEPT. SCH., 215, Gloucester Place, London, N.W.1. PAD 2444.

**DUPLICATING, SHORTHAND, TYPING (MSS/Tapes).** Translating. Mabel Eyles, 10, Beaconsfield Road, London, N.11. ENT 3324.

**HANDICRAFT CANE**—ALL QUALITIES. Garden Canes, Anglers' Cane, Willows, Rush, Raffia, P/T Mats, etc., always stocked. Special terms to Schools. State requirements for appropriate lists. The Bamboo People, Godmanston, Dorchester, Dorset.

**VIOLIN OUTFITS** from £2. New outfits from £3 10s. 0d. New Cellos £15. Send for list. Lister, 119, Scholes Park Road, Scarborough.

**BETTER OFFICE EQUIPMENT.** (Typewriters, Duplicators) accommodating. Superlative machines; reasonable prices. Catalogues: CLAYTON'S Equipment, Market Rasen, Lincolnshire. Also accurate translations.

**OVER 40,000 SCHOOLS** and educational institutions—Secondary Grammar, Technical and Modern Schools, Primary, Preparatory, Public and Independent, Polytechnics, Technical Colleges, Training Colleges—can be reached by mail. A comprehensive service for publishers, manufacturers, etc.—Write for details to The School Mailing Department, 80, Kingston Road, London, S.W.19. (Telephone: Cherrywood 2246).

**AXMINSTER AND WILTON CARPETS.** 20 per cent discount. Fitted carpets a speciality. Apply for introduction to London Warehouse. ELDON HOUSEHOLD SUPPLIES, 27, Eldon Avenue, Borehamwood, Herts.

### SCHOOLS FOR SALE AND WANTED

**THE BURLINGTON AGENCY** will assist Principals of Independent Schools wishing to arrange a transfer. Prospective purchasers are invited to ask for lists of Schools for Sale. Personal attention. Quick results. Apply: Burlington Agency (Barnett B. Morris, F.C.C.S., F.F.T.Com.), 38a Paradise Street, Birmingham, 1, Midland 9341. (4 lines).

### OVER 40,000 SCHOOLS

and educational institutions — Secondary, Grammar, Technical and Modern Schools, Primary, Preparatory, Public and Independent, Polytechnics, Technical Colleges, Training Colleges—can be reached by mail. A comprehensive service for publishers, manufacturers, etc.—

Write for details to

**The School Mailing Department,  
80, Kingston Road, London, S.W.19.  
(Telephone: Cherrywood 2246)**

## "DURALEX"

PRACTICALLY  
UNBREAKABLE  
TOUGHENED  
GLASSWARE

### Guaranteed for a year!

Big news about "Durablex". Every piece of this amazingly economical glassware is now guaranteed for 12 months against breakage in normal use. 19 times tougher than ordinary glass, it's proof against boiling liquids; will not crack, craze or discolour.



"DURALEX" is

- Attractive
- Hygienic
- Durable
- Economical



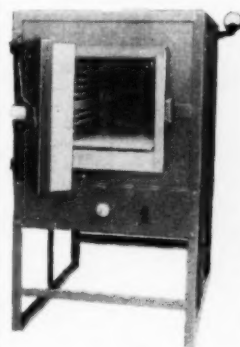
When re-ordering, be sure to specify:—

## "DURALEX"

Made in France

TOUGHENED HEATPROOF TABLEWARE

"Durablex" is obtainable through glass wholesalers, or communicate with Jules Lang & Son, 96 Hatton Garden, London, EC1. HOL 8687 (6 lines)



## POTTERY KILNS

OF DISTINCTION FOR

SCHOOL & COLLEGE

KILNS & FURNACES LTD.

KEELE STREET WORKS  
TUNSTALL, STOKE-ON-TRENT  
Tel: STOKE-ON-TRENT 84587

For all your BOOK requirements

and SPEEDY, EFFICIENT SERVICE, TRY

## JACKSON'S Library Service Ltd.

Public Library and School Contractors,

BOOKS HAVE A 'LASTING' appeal when fitted with  
our attractive

## PLASTIC BOOK-JACKETS

Please send for list of sizes and prices

666a, Liverpool Road, Ainsdale, Southport  
Tel. No.: 78568



*By Courtesy of the London County Council*

One of the  
many Examples  
OF USING

## DRUgasar Balanced Flue Gas Heaters

- Available in 8 sizes, from 30 to 114 cu. ft. p. hr. with glow plate ignition and flame protection control. Model 650 rated at 20 cu. ft. p. hr. now also available, without flame protection control.
- Completely sealed combustion system ensuring free ventilation of the products of combustion to the outside air.

- High heating-up rate.
- No condensation.
- Absolute Safety.



- No chimney flue required.
- Ingenious Lighting.
- Long Service Life.

Please apply for full particulars to :

**F. A. BORCHARDT, LTD., 486 High Road, London, W.4**

Telephone : CHIswick 4466/7.

Telegrams : FREDBOR, Chisk, London.



